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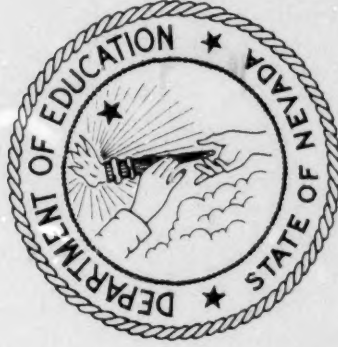
ABSTRACT

The document presents the Nevada State Plan for Gifted and Talented adopted by the Nevada State Board of Education, May 16, 1974. The first section gives a position statement. A section on planning includes a table of the estimated number of academically talented students in Nevada school districts. Other sections outline State Board of Education goals, specific objectives for completion of the goals, programs, budgetary considerations, and strategies to attract support for education of the gifted and talented. (MYS)

NEVADA STATE PLAN FOR GIFTED AND TALENTED

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Adopted by the Nevada State Board of Education

May 16, 1974

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1.0 Position Statement

One of the basic tenets of education in a democracy is the recognition of individual differences among children and the need for education for every child in terms of his potentiality. Gifted and talented students have definite unique educational needs, and these needs should become the foundation for their educational programs.

Recognizing the foregoing, Nevada has initiated steps to provide special educational services for academically talented students between the ages of four and eighteen. (NRS 388.440 and 388.490.)

It is recognized that there are children who are gifted and talented in many areas of human endeavor; therefore, as a long-range goal, the Nevada State Department of Education subscribes to developing appropriate educational experiences for all of these children. During the current biennium, Nevada educators will work toward providing qualitatively differentiated educational opportunities for academically talented students.

2.0 Planning

2.1 Assess Needs

- 2.1.1 Gather information from University of Nevada, Las Vegas; University of Nevada, Reno; community colleges; representatives from the seventeen local education agencies; members of the State Board of Education; parent organizations; and other special interest groups representing political, industrial or community leadership personnel. Consultation with these people will assist with the determination of the educational needs of gifted and talented students in the State of Nevada.

- 2.1.2 It is of primary importance that students be given an opportunity to express their feelings and reactions concerning their educational experiences and needs. Local education agencies will be encouraged to make appointments with academically talented students presently enrolled within their respective school districts to obtain their views of educational needs. These will generally focus on children in grades 5-12, whose age and experience will enable them to offer significant evaluation of the current program. Interviews will be held with academically talented youngsters from other states in order to contrast their experiences with those of Nevada students who have previously had no differentiated educational programs.
- 2.1.3 Upon completion of both formal and informal data collection, a document will be developed analyzing the results of this research.
- 2.2 Review research on gifted and talented. Cooperate with and employ existing research-oriented resources such as National/State Leadership Training Institute on the Gifted and Talented, National Clearinghouse on Gifted and Talented, state education agencies, the Office of Gifted and Talented in the U. S. Office of Education, instructional materials centers and regional resource centers, University of Nevada System, as well as other colleges, universities and private research and development agencies.
- 2.2.1 Compile and disseminate from existing sources appropriate information, research studies and curriculum materials that are directly related to the gifted and talented.
- 2.3 Design and conduct a statewide survey to collect information and data regarding current and past programs for gifted and talented students and current attitudes toward providing programs for academically talented students.
- 2.3.1 Assess the availability of professional staff and mentors to conduct gifted and talented programs.
- 2.3.2 Communicate with participants in ongoing gifted and talented programs in other areas of the United States.

2.4 The following definition for gifted and talented students, derived from the U. S. Office of Education, was established by the State Board of Education, August, 1972:

Academically gifted and artistically talented children are those, identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

2.5 Determine the potential scope of the program based on current population figures from the Nevada State Department of Education comparison of enrollment statistics (Volume 15, No. 1, January, 1973). Total enrollment in the State of Nevada for the 1972-73 school year, counted during September, 1972, was 131,673 students in kindergarten through secondary.

2.5.1 State enrollment figures were used to determine the target population of gifted and talented students between four and eighteen years of age. They indicated that appropriate programs would need to be initiated for approximately 3,000 students beginning with the 1973-74 academic year if educational services were to be provided for academically talented children in the ninety-eighth percentile or above.

TABLE I

ESTIMATED NUMBER OF ACADEMICALLY TALENTED STUDENTS
IN NEVADA SCHOOL DISTRICTS

Carson City	115
Churchill	67
Clark	1,676
Douglas	49
Elko	89
Esmeralda	2
Eureka	4
Humboldt	38
Lander	16
Lincoln	16
Lyon	60
Mineral	40
Nye	24
Pershing	13
Storey	2
Washoe	658
White Pine	53
TOTAL	2,922

3.0 The State Board of Education is committed to accomplishing the following goals:

- 3.1 To identify at every level and in every public school those students whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. These gifted and talented students will be identified in all populations regardless of linguistic or cultural backgrounds and environmental or economic differences.

- 3.2 To initiate, expand, and improve programs which will enable gifted and talented students to develop to their fullest potential.
- 3.3 To provide opportunities for professional development for all those who are involved in the education of the gifted and talented. These programs will help educators to appreciate the unique value and special needs of gifted and talented students, and, as a result, better opportunities for gifted and talented children will be provided.
- 3.4 To design a sound, properly funded statute to enable local school districts to develop and implement appropriate educational experiences and services for gifted and talented students.
- 3.5 To provide full-time consultative leadership in the State Department of Education to assist local school districts to accomplish their goals for gifted and talented students, and to form a consortium with other states to share the services of a consultant for the gifted and talented.
- 3.6 To create an awareness among parents, teachers, and the community that those children who show evidence of unusually high potential for making contributions of lasting value may require special provisions to ensure the development of their abilities.
- 3.7 To provide the necessary educational and community climate which will enable gifted and talented students to develop into intellectually and creatively capable, productive, and compassionate human beings who have a commitment to excellence and a sense of individual responsibility to their school, community and society.
- 4.0 Specific objectives for completion of the goals for gifted and talented students will include the following:
 - 4.1 Form a State Advisory Committee to assist with the development and implementation of appropriate educational experiences for gifted and talented students.
 - 4.2 Identify human and material resources related to the education of gifted and talented students.

- 4.3 Implement a program for gifted and talented students to receive appropriate educational services by means of advanced placement (providing an opportunity for high school students to complete college courses) and/or individualized mentor (utilizing community resource people) programs.
- 4.4 Establish an annual summer program to provide increased opportunities for gifted and talented students.
- 4.5 Assist the local education agencies to develop cooperative agreements which will enable them to share resources to provide appropriate educational experiences for their gifted and talented students.
- 4.6 Provide assistance to the University of Nevada for the development of effective programs for training personnel who will be responsible for the education of gifted and talented students.
- 4.7 Assist the local education agencies to obtain qualified personnel to provide services for gifted and talented students.
- 4.8 Develop an evaluation system which encompasses accountability on a variety of levels including the individual student, local educational staff and the State Department of Education.
- 4.9 Review and revise the student identification criteria and program evaluation standards as necessary.

5.0 Programs

5.1 Identify academically talented students through specific multiple criteria.

- 5.1.1 The academically talented students shall score at or above the ninety-eighth percentile on a full-scale intelligence test which is approved by the State Department of Education and administered to the student by a person qualified to administer individual intelligence tests. The norm to be used for the score is the norm for children of the same age as the pupil tested. For a pupil in grades 7-12, a score

at or above the ninety-eighth percentile in any content area on a standardized achievement test shall qualify him for consideration for placement in the program.

5.1.2 Exceptions to these criteria will be made for culturally different academically talented students. A placement committee will study all pertinent evidence of a child's language, cultural, economic or environmental handicaps that have in the past, and may in the future, interfere with his success in school or restrict the development of his intellectual and creative ability. Potentially academically talented students may be discovered by one or more of the following methods:

- a. the judgment of teachers, psychologists, administrators and other professionally qualified persons who are familiar with the demonstrated ability or potential of the academically talented student;
- b. all pertinent school records;
- c. test scores revealing discrepancies between general intellectual ability and achievement.

5.2 The local education agencies will select professionals to work with gifted and talented students by employing competency-based criteria.

5.2.1 It is generally agreed that professionals who will be working with academically talented students should be intellectually superior themselves, have a high tolerance for threatening classroom situations, and be exceptionally well prepared in at least one academic area.

In addition, a professional working with academically talented students must understand the wide range of abilities, characteristics, and interests of this student population

5.2.2 The State Department of Education will work with the University of Nevada, Las Vegas and Reno, and the community colleges to develop competency-based preservice and inservice education for professionals who work with academically talented students.

- 5.2.3 The State Department of Education will assist local education agencies to develop workshops and institutes which will enhance the understanding and acceptance of the wide variety of learning styles exhibited by academically talented students.
- 5.3 Provide continuous inservice education for teachers of gifted and talented students.
- 5.3.1 The State Department of Education will develop a series of schematic workshops utilizing interdisciplinary expertise. These workshops might include emphasis on such facets as:
- a. identification of academically talented students;
 - b. characteristics of gifted and talented children;
 - c. administrative considerations for implementing programs for gifted and talented students;
 - d. development of an evaluation plan.
- 5.3.2 The State Department of Education will develop a statewide resource file including personnel, equipment, materials, and potential activities.
- 5.3.3 The State Department of Education will assist the local education agencies to develop a calendar of activities for two academic years (1973-75).
- 5.4 Develop qualitatively differentiated educational activities for identified academically talented students.
- 5.4.1 The State Department of Education will assist local education agencies to select appropriate educational opportunities based on criteria such as:
- a. demographic distribution of academically talented students;
 - b. local resources, (e.g. local industry, professional people, performing artists);
 - c. existing extracurricular activities.

- 5.4.2 The State Department of Education in conjunction with the local education agencies will explore a variety of methods for implementing the objectives (See 4.0-4.9).
- 5.4.3 The State Department of Education will assist the local education agencies to establish a mentor program utilizing appropriate human resources to provide opportunities to explore careers and a variety of educational experiences for academically talented students.
- 5.5 The State Department of Education will assist the local education agencies to formulate an evaluation plan for gifted and talented programs.
 - 5.5.1 The local education agencies will develop an evaluation system using teams of personnel from their own or other Nevada districts.
 - 5.5.2 The State Department of Education will assist local education agencies to gather a variety of available evaluation plans from other states and aid each district in pulling together appropriate items from existing evaluation designs.
 - 5.5.3 The State Department of Education will channel information into the Educational Management Information System.
 - 5.5.4 The State Department of Education will assist the local education agencies to implement changes which are indicated by program evaluation.
- 6.0 Budgetary considerations should include the following:
 - 6.1 The State Department of Education will provide for practical projection of state costs involved in initiating and maintaining qualitatively different programs for the academically talented.
 - 6.2 The State Department of Education will need to provide funds to maintain a State Department of Education consultant who can give a sufficient portion of his time as director of gifted and talented programs.

7.0 The State Department of Education will develop strategies which can be employed to attract support for education of the gifted and talented.

7.1 The State Department of Education will review existing legislation pertaining to the gifted and talented and, based on evaluation of current programs, will propose legislation for presentation at the 1975 session of the legislature.

7.2 The State Department of Education will provide technical assistance to professional and lay personnel within the state, upon request, to form advocate groups.

7.3 The State Department of Education will disseminate pertinent information to facilitate the expansion of educational programs for gifted and talented students.